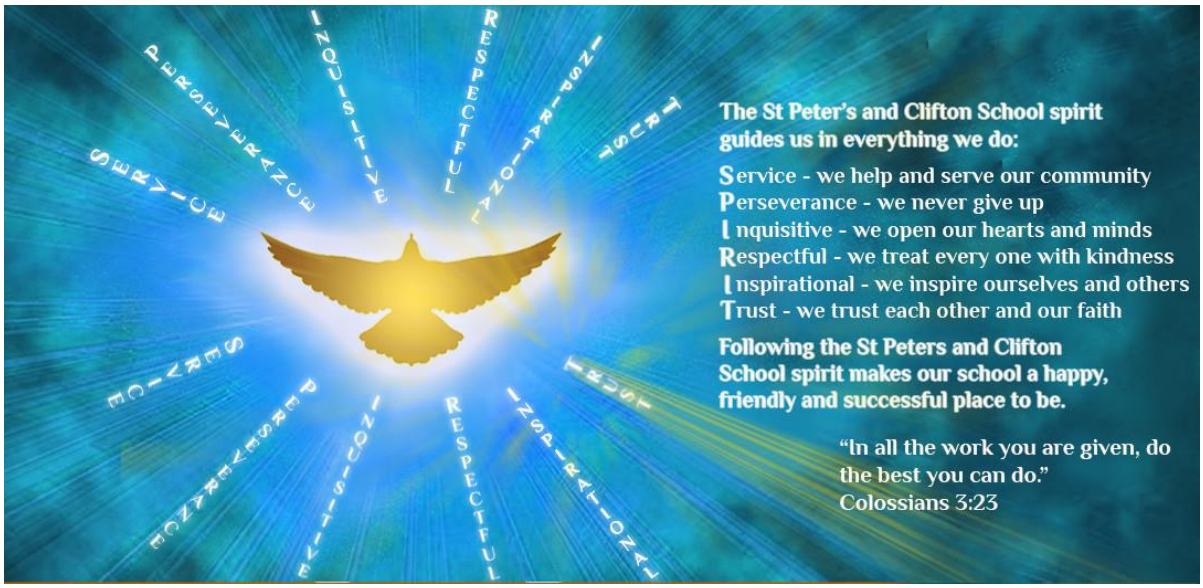
Music Policy



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OUR VISION

Music throughout school embodies the St Peter's Spirit in a positive and meaningful way.

Service – The community of parents, grandparents and carers are invited to join our church services at Harvest, Easter and Christmas.
Year 4 sing carols to people in an old people's home.
Perseverance – We never give up! We rehearse for Young Voices, Church services, *music concerts and Music for Youth events. Children work hard in lessons to be* accurate in singing and playing various musical instruments.
Inquisitive-Children find out about different instruments, notation, composers and sing a varied repertoire of songs.
Respectful- We respect each other in all the music we do, helping one another to be the best we can be.
Inspirational – We are inspired by musicians and composers from the past and present.
Trust – We trust each other in all the music we do.

Performing, taking part in musical activities; listening to and creating music; makes our school a happy place to be.
In all the music work we are given, we do the best that we can do.

INTENT

Through teaching and delivering a high quality music education, our school engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We want children to enjoy singing and playing instruments which are central to our music. Through Christmas productions, the units of work from Charanga and Ten pieces, the children develop their understanding, make

musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. We aim to motivate and capture each child's personal interest and develop their musical knowledge and confidence.
The aims of the National Curriculum for music are to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

IMPLEMENTATION - Teaching and Learning Style

At **St Peter's and Clifton Primary** School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music.

We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also begin to teach them musical notation and how to compose music in different ways.
We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. Some children are entitled to assistance with fees using Pupil Premium Funding. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the violin, clarinet, flute or brass. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

First Access

Children in Key Stage 2 have the added opportunity to take part in the Local Education Authority's 'First Access' programme. This involves one class of children having access to music teaching as part of their curriculum. The programmes are taught by fully qualified Wakefield Music Service staff and involve a whole class learning the same instrument for an hourly lesson a week for a full year.

Music Curriculum Planning

Our school uses the National Curriculum for Music as the basis for its curriculum planning. Charanga and Music in Action are used as a basis for planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long- term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage.
The medium-term plans, give details of each unit of work for each term. At present these are mainly taken from Music Express, with extra input from other sources such as Music in Action, Charanga, Music express Listening to Music and Developing Music Skills. The music subject leader is responsible for reviewing and monitoring these plans.

The class teacher writes the weekly plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.

Early Years Foundation Stage

Music in Early Years Foundation Stage is an integral part of the topic work covered during the year. As the Upper Foundation is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the lower foundation 30-50 month development matters and upper 40-60 month develop matters. The foundation stage profile is used to assess the end of the upper stage foundation. Music contributes to a child's personal and social development. Counting songs foster

a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music to teaching in other curriculum areas:

English
Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics
Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Information and Communication Technology (ICT) (Computing)
ICT is used in music to record performances and to create music.

Inclusion in Music
At St Peter's and Clifton Primary School we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.
When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children who are perceived to be Gifted and Talented in music are encouraged to learn an instrument if they do not already do so, join in with school music opportunities and also access out of school music groups such as Local Authority music centres and the Wakefield Youth Choir.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical festival at another school, or making a visit, or Young voices we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT
Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experience
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

Musical Groups in School

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir in Key stage 2 which we encourage all children in years 4, 5, 6 to join. The choir meets on a weekly basis and, although the primary aim is to enable children to enjoy singing together, they also perform in public on a number of occasions throughout the year, for example at St Peter's Church at Harvest, Christmas and Easter, at the Summer Concert, Young voices and at the Music for Youth Festival. By practicing for different events, it gives the children purpose and they work hard to improve all aspects of their musicality and performance skills.

Also at Key Stage 2 children are able to join a recorder group; there is a group in Year 3 and 4. There is also opportunity for children to learn the ukulele. There is also an orchestra that meets weekly. Children in these groups are able to perform at the church services and the summer concert. Joining these clubs enables the children to develop their music skills.

Assessment and Recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. A record sheet showing whether the children are emerging, expectant or exceeding in the different units covered are used as a basis for planning appropriate future challenges and possibly form part of an annual report. An album to 'show off' the good practice in school is on-going throughout the year.

Personal Social and Health Education (PSHE) and Citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, Moral, Social and Cultural Development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Peter's and Clifton Primary School have the opportunity to encounter music from other cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Resources

There are excellent resources for all music teaching units in the school. Musical instruments and other musical resources are kept in the music hall. These resources are available to all staff, which must be returned when used. The care of all instruments is of very high importance and must be taught to all children so that instruments are not damaged or spoilt. If a breakage does occur this should be reported to the Music Coordinator who will remove, repair or replace it

Monitoring and Review

The Music Coordinator is responsible for the coverage and for the quality of teaching in music. The work of the Music Coordinator also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The Music Coordinator is responsible for giving the headteacher an annual audit in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Music Coordinator visits classes to observe teaching in the subject within the SDP Cycle for development.

This policy will be reviewed every two years.

Signed: Dawn Ellis
Music Coordinator

Date: July 2020